



**Compton USD**  
**Learning Packet # 3**  
**Dual Language**  
**Immersion**  
**4<sup>th</sup> Grade**

**Name:** \_\_\_\_\_



# DLI-Grade 4 Learning Packet

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### Week 4

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	Ortografía: Raíces de palabras. Lee las palabras del recuadro. Completa las actividades 1-15).	
	Ortografía: Raíces de palabras. Lee las palabras del recuadro. Completa las actividades 1-14.	
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	Gramática: Concordancia de verbo y pronombre. Lees la información en el recuadro. Completa las secciones A (actividades 1-5) y B (actividades 6-10).	
	Normas del lenguaje: Punto y coma. Lee la información del recuadro. Completa las actividades 1-6.	
4	Gramática: Concordancia de verbo y pronombre. Completa las secciones A (actividades 1-3) y B (actividades 7-13).	
5	Gramática: Concordancia de verbo y pronombre. Lee la información del recuadro. Vuelve a escribir el párrafo dado siguiendo las instrucciones.	

#### Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week



Nombre \_\_\_\_\_

barquito	hilito	medicamento	tecla	ultramarino
cuadernito	hornillo	medicina	tecladista	ventisca
deshilar	horno	médico	teclado	ventoso

**A. Completa las oraciones con las palabras de la lista.**

1. Te ves muy enfermo, debes visitar al \_\_\_\_\_.
2. El \_\_\_\_\_ de esa banda es un virtuoso.
3. Debo tomar mi \_\_\_\_\_ para mantener mi salud.
4. El clima de hoy es pésimo; la \_\_\_\_\_ nos impide salir.
5. De esa cascada sólo salía un \_\_\_\_\_ de agua muy delgado.
6. Mi bufanda se va a \_\_\_\_\_ si no la zurzo.
7. Escribí en el \_\_\_\_\_ de mi computadora.
8. El pan se cuece en el \_\_\_\_\_.
9. Va a estudiar \_\_\_\_\_; quiere ser doctor.
10. Tomo apuntes en mi \_\_\_\_\_.
11. El clima en esa zona es muy \_\_\_\_\_.
12. El piano estaba dañado; se le cayó una \_\_\_\_\_.

**B. Escribe la palabra correspondiente a cada significado.**

13. que está del otro lado del mar \_\_\_\_\_
14. utensilio pequeño para cocinar \_\_\_\_\_
15. barco pequeño \_\_\_\_\_

Nombre \_\_\_\_\_

barquito	hilito	medicamento	tecla	ultramarino
cuadernito	hornillo	medicina	tecladista	ventisca
deshilar	horno	médico	teclado	ventoso

**Escribe las raíces de las palabras. Luego escribe las palabras completas sobre las líneas correspondientes.**

1. \_\_\_\_\_ amento \_\_\_\_\_
2. \_\_\_\_\_ ina \_\_\_\_\_
3. \_\_\_\_\_ o \_\_\_\_\_
4. \_\_\_\_\_ ito \_\_\_\_\_
5. des \_\_\_\_\_ ar \_\_\_\_\_
6. \_\_\_\_\_ dista \_\_\_\_\_
7. \_\_\_\_\_ \_\_\_\_\_
8. \_\_\_\_\_ do \_\_\_\_\_
9. ultra \_\_\_\_\_ ino \_\_\_\_\_
10. \_\_\_\_\_ o \_\_\_\_\_
11. \_\_\_\_\_ illo \_\_\_\_\_
12. \_\_\_\_\_ quito \_\_\_\_\_
13. \_\_\_\_\_ isca \_\_\_\_\_
14. \_\_\_\_\_ oso \_\_\_\_\_
15. \_\_\_\_\_ nito \_\_\_\_\_

Nombre \_\_\_\_\_

barquito	hilito	medicamento	tecla	ultramarino
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**Clasifica las palabras según su acentuación.**

***Palabras agudas***

***Palabras esdrújulas***

1. \_\_\_\_\_

15. \_\_\_\_\_

***Palabras llanas o graves***

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

Nombre \_\_\_\_\_

Lee con atención los grupos de palabras. Solo una de las palabras de cada grupo está bien escrita. Marca el círculo de la respuesta correcta. Antes de empezar, observa el ejemplo A. Luego, haz el ejemplo B. Cuando hayas comprendido lo que debes hacer, continúa con los demás ejercicios.

**Ejemplo A:**

- Ⓐ ilacha
- Ⓑ hilaya
- Ⓒ hilácha
- Ⓓ hilacha

**Ejemplo B:**

- Ⓔ embarcar
- Ⓕ embarcar
- Ⓖ emvarcar
- Ⓗ envarcar

- |  |  |  |   |
|--|--|--|---|
| 1. Ⓐ aeropuerto<br>Ⓑ aeropuerto<br>Ⓒ aeropuerrto<br>Ⓓ aeropuéрто | 6. Ⓔ ultramarino<br>Ⓕ hultramarino<br>Ⓖ ultramárino<br>Ⓗ ultramaríno | 11. Ⓐ teclado<br>Ⓑ tecládo<br>Ⓒ téclado<br>Ⓓ tecladó             | 16. Ⓔ cuadernito<br>Ⓕ cuaderrnito<br>Ⓖ cuaderníto<br>Ⓗ cuádernito |
| 2. Ⓔ desilar<br>Ⓕ deshilar<br>Ⓖ deshilar<br>Ⓗ desilhar           | 7. Ⓐ medico<br>Ⓑ médico<br>Ⓒ médico<br>Ⓓ medicó                      | 12. Ⓔ tekladista<br>Ⓕ tecladísta<br>Ⓖ tekladista<br>Ⓗ técladista | 17. Ⓐ varquito<br>Ⓑ varqito<br>Ⓒ barquito<br>Ⓓ barqito            |
| 3. Ⓐ aeroplano<br>Ⓑ aeróplano<br>Ⓒ aeropláno<br>Ⓓ aeroplanó      | 8. Ⓔ medisina<br>Ⓕ medicina<br>Ⓖ medisína<br>Ⓗ medicína              | 13. Ⓐ ilito<br>Ⓑ hilito<br>Ⓒ hílito<br>Ⓓ hilíto                  | 18. Ⓔ aeromosa<br>Ⓕ aeromoza<br>Ⓖ aéromosa<br>Ⓗ aéromoza          |
| 4. Ⓔ marino<br>Ⓑ marrino<br>Ⓒ maríno<br>Ⓗ marinho                | 9. Ⓐ medicamento<br>Ⓑ medicanento<br>Ⓒ medicaménto<br>Ⓓ medicámento  | 14. Ⓔ orno<br>Ⓑ horno<br>Ⓒ órno<br>Ⓗ hórno                       | 19. Ⓐ bentoso<br>Ⓑ bentozo<br>Ⓒ ventoso<br>Ⓓ bentoso              |
| 5. Ⓐ merinero<br>Ⓑ marhinero<br>Ⓒ marinero<br>Ⓓ marinéro         | 10. Ⓔ tekla<br>Ⓕ tecla<br>Ⓖ técla<br>Ⓗ teclá                         | 15. Ⓐ ornillo<br>Ⓑ orniyo<br>Ⓒ hornillo<br>Ⓓ horniyo             | 20. Ⓔ ventizca<br>Ⓕ ventisca<br>Ⓖ bentisca<br>Ⓗ bentizca          |





Nombre \_\_\_\_\_

**Dobla la hoja por la línea punteada. Escribe las palabras en los espacios en blanco a medida que se leen en voz alta. Cuando termines, abre la hoja y usa la lista que está a la derecha para corregir los errores ortográficos.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
- Palabras de repaso** 21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
- Palabras difíciles** 24. \_\_\_\_\_
25. \_\_\_\_\_

1. ultramarino
2. médico
3. medicina
4. medicamento
5. tecla
6. teclado
7. tecladista
8. hilito
9. horno
10. hornillo
11. cuadernito
12. barquito
13. deshilar
14. ventoso
15. aeropuerto
16. aeromoza
17. aeroplano
18. marino
19. marinero
20. ventisca
21. cochecama
22. pelirrojo
23. sabelotodo
24. hilacha
25. deshilvanar

Nombre \_\_\_\_\_

- Los **pronombres** pueden sustituir a los sustantivos que forman parte del sujeto de la oración. En la oración *Norman es muy serio*, el sustantivo *Norman* puede sustituirse por el pronombre *él*, así: Él es muy serio.
- La conjugación de los verbos depende de quién realiza la acción. Esto significa que deben **concordar** con el sujeto de la oración, o bien con el pronombre que lo sustituye. A continuación puedes ver que la conjugación del verbo *cantar* depende de la persona que realiza la acción: Yo canto, tú cantas, él canta, nosotros cantamos, ellos cantan.

**Lee las oraciones. Encierra en un círculo las conjugaciones correctas.**

1. Él (cortó, cortamos) el césped esta mañana.
2. Ellos (decidiste, decidieron) aprender alemán.
3. Nosotros (donaron, donamos) alimentos a la comunidad.
4. Yo (creo, creemos) que es importante ayudar.
5. Ustedes (puedes, pueden) venir cuando quieran.
6. Tú (puedes, pueden) trabajar con nosotros.
7. Ella (intentará, intentaremos) llegar temprano.
8. Nosotras (decidieron, decidimos) hacerle una fiesta sorpresa.
9. Esta (son, es) mi casa.
10. Aquellos libros (eres, son) muy antiguos.

Nombre \_\_\_\_\_

El verbo debe estar en **concordancia** con la persona gramatical y el número del **pronombre**. Por ejemplo, en la oración *Ella come muchos dulces*, el verbo *comer* está conjugado para la tercera persona singular (*ella*). Si el pronombre fuera *ustedes*, el verbo debería conjugarse para la segunda persona del plural: *Ustedes comen muchos dulces*.

**A. Completa las oraciones con los verbos que están entre paréntesis. Conjúgalos de manera que estén en concordancia con la persona gramatical y el número de los pronombres.**

1. Yo (hablar) \_\_\_\_\_ francés y español.
2. Ellos (organizar) \_\_\_\_\_ los libros en la biblioteca.
3. Ellos (escribir) \_\_\_\_\_ poemas.
4. Él (ser). \_\_\_\_\_ muy creativo.
5. Ella (estar) \_\_\_\_\_ en casa de Pedro.

**B. Completa las oraciones con los pronombres correctos.**

6. \_\_\_\_\_ llegamos directo al aeropuerto.
7. \_\_\_\_\_ quieren mucho a papá.
8. ¿\_\_\_\_\_ sabes cocinar?
9. \_\_\_\_\_ cantaron en el concurso.
10. \_\_\_\_\_ adora el chocolate.

Nombre \_\_\_\_\_

- El **punto y coma** (;) es un signo de puntuación que marca una pausa más larga que la coma, pero más corta que el punto.
- Se utiliza para separar frases en una lista: *Mis clases son así: ciencias, lunes y miércoles; música, martes y jueves.*
- También separa un enunciado de su explicación: *El lugar estaba desolado; todos se habían ido.*
- Puede usarse antes de expresiones como *pero, sin embargo, más, por lo tanto, etc.*: *Estoy muy cansada; pero debo estudiar para la prueba.*

**Vuelve a escribir las oraciones. Agrega punto y coma en donde sea necesario.**

1. Para las galletas necesitamos harina y leche para el pastel, chocolate y almendras.

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2. Clara abrió el regalo sentía mucha curiosidad.

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3. Debían actuar pero no tenían claro qué hacer.

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4. Entregó la tarea sin embargo sabía que no estaba completa.

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5. María tuvo la idea de la fiesta sabía que a José le gustaría.

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6. Juan y Ana van en el auto rojo Carlos, Patricia y Luis, en el azul.

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Nombre \_\_\_\_\_

**A. Completa las oraciones con los verbos que están entre paréntesis. Conjúgalos de manera que estén en concordancia con la persona y el número de los sujetos o los pronombres.**

1. Yo (cerrar) \_\_\_\_\_ la puerta.
2. Hugo (dormir) \_\_\_\_\_ hasta las siete.
3. Ellos (encontrar) \_\_\_\_\_ un tesoro.
4. Nosotros (tocar) \_\_\_\_\_ la guitarra.
5. Usted (preparar) \_\_\_\_\_ unas galletas deliciosas.
6. Inés (sonreír) \_\_\_\_\_ cuando saluda.

**B. Encierra en un círculo los verbos. Escribe C si concuerdan correctamente con los pronombres, o NC si no concuerdan correctamente con los pronombres.**

7. Ella llegó a la escuela sin problemas. \_\_\_\_\_
8. Nosotros vienen de España. \_\_\_\_\_
9. Este tienes muchos botones. \_\_\_\_\_
10. ¿Tú escribes poemas? \_\_\_\_\_
11. Nosotros comemos a las ocho. \_\_\_\_\_
12. Juana y Andrés estudiamos todos los días. \_\_\_\_\_
13. Mi papás son arquitectos. \_\_\_\_\_

Nombre \_\_\_\_\_

- Los **pronombres** pueden sustituir a los sustantivos que forman parte del sujeto de la oración, y los verbos deben **concordar** con ellos tanto en persona gramatical como en número.
- El **punto y coma (;)** es un signo de puntuación que marca una pausa más larga que la coma, pero más corta que el punto. Se utiliza para separar frases en una lista, para separar un enunciado de su explicación o antes de expresiones como *pero, sin embargo, más, por lo tanto, etc.*

**Vuelve a escribir el párrafo. Corrige los errores de concordancia. Agrega punto y coma en donde sea posible.**

Les quiero hablar de mi vecina, la señora Martínez. Ella tienen una afición por las flores y las plantas. Ella cultivamos rosas, orquídeas y azaleas en su jardín, bambúes y bonsáis en su terraza. Ella dedicas gran parte de su tiempo a cuidarlos y regarlos. Ella tengo un naranjo en la parte trasera de su jardín y, cada otoño, ella y su esposo recolectas las naranjas. A veces nosotros les ayudan y ellos nos regalas algunas. El jardín de la señora Martínez son muy hermoso pero no cualquiera estás autorizado a entrar.

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# Compton USD

## Learning Packet # 3

# DLI-ELD

## 4<sup>th</sup> Grade

Name: \_\_\_\_\_



# 4th Grade-ELD Learning Packet

## TABLE OF CONTENTS

### Week 4

Day	Lesson	Date Completed
1	Vocabulary: Use the word from the box to answer each question. Then, use the word in a sentence.	
	Comprehension and Fluency: Read the literary passage: "Working on the Weather". Answer questions A (1-3) & B.	
2	Vocabulary: Homographs. Read the information in the box. Complete activities 1-3.	
	Comprehension: Read the literary passage "Working on the Weather" again. . Cause and Effect" Graphic Organizer.	
3	Open Syllables/Irregular Plurals. Read the information in the box. Then, complete sections A (questions 1-5) and B (questions 1-4)	
	Genre/Literary Element: Read the academic passage. Answer questions 1-4.	
4	Differentiated Texts: Read the literary passage "Riding a Twister". Respond to the text by reading and completing the sentences 1-3. Then, Complete the sentences at the bottom..	
5	Writing Traits: Sentence Fluency. Read the Draft Model. Use the questions to help you to draft the paragraph. Then, revise the draft by using different types of sentences to make it more interesting.	
	Write to Sources: Read the passage. Then, follow the directions to complete activities 1-4.	





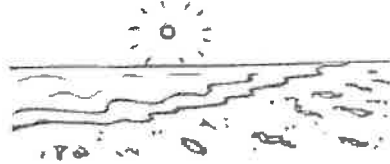

#### Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week



Name \_\_\_\_\_

Use the word chart to study this week's vocabulary words.  
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
scoffed	The student <u>scoffed</u> at her friends who thought the quiz was difficult.	
prospector	A famous <u>prospector</u> found copper in these hills long ago.	
withered	The leaves <u>withered</u> because the plant did not get enough water.	
topple	The pitcher began to <u>topple</u> when I bumped into the table.	
shrivel	The seaweed on the beach began to dry out and <u>shrivel</u> in the sun.	
plunging	The birds are <u>plunging</u> into the ocean to catch fish.	

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Name \_\_\_\_\_

Read the passage. Use the visualize strategy to make sure you understand what you read.

## Working on the Weather

The summer of 1849 was very hot.

7 It was so hot that in the Midwest,  
 15 it is still called the Great Heat.  
 22 At the time, wagon trains carried  
 28 many people from the Midwest to  
 34 California where gold made people  
 39 rich. They had heard the weather  
 45 was beautiful all year.



49 One group was about to leave,  
 55 when Febold Feboldson came  
 59 along. He told the people how he  
 66 could fix the weather, and they decided to stay. It soon began to rain.

80 The problem was that because it was so hot, all the rain turned to  
 94 steam when it got close to the ground. The steam cooled off and soon  
 108 the land was covered in a thick fog. It was so thick that animals drank  
 123 water right out of the air! The fog blocked the sun so that it was dark.  
 139 Without light, the seeds could not grow.

146 Febold Feboldson quickly ordered some fog scissors from London,  
 155 a city where it is very foggy. He cut the fog out of the air in strips.  
 172 He laid the strips down on the roads so that they would not drown  
 186 the fields, which made the farmers glad. After a while, dust and dirt  
 199 covered the roads and buried the fog.

Name \_\_\_\_\_

For a while, it seemed as if the weather had been fixed in the Midwest. But, the next spring, the fog came leaking out of the ground. It turned country roads into rivers of mud!

The people were mad because they could not travel on the muddy roads. They begged Febold to help dry up the mud. So, Febold built a huge fan to blow away the fog and dry the roads. The sun began to shine brightly again, but for too long. It caused a long drought. There was just not enough rain, and crops began to die again! It was worse than before!

Febold was annoyed that it was so hard to work with this weather! He had to start the rain again, so he built the biggest bonfires anyone had ever seen. He wanted to get the fires really hot. Soon, water in the lakes began to evaporate and form clouds. Before long, the rain began to fall!

Once Febold started the rain, it rained again from time to time. But for a while, the people in the Midwest had nowhere to swim. There was no water in the lakes!



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What is one reason many people moved from the Midwest to California?

\_\_\_\_\_

\_\_\_\_\_

2. What caused one group to say they would stay?

\_\_\_\_\_

\_\_\_\_\_

3. Reread the second paragraph on the second page of the passage.  
Why were people mad?

\_\_\_\_\_

\_\_\_\_\_

4. What did Febold do to start the rain again?

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to intonation and phrasing. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

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Name \_\_\_\_\_

**Homographs** are words that are spelled the same but have different meanings and origins. Use context clues to help figure out the meaning of a homograph.

For example, the word *turn* can mean “to move in a circle or part of a circle.” It can also mean “to change in nature or condition.” Look at the sentence below.

The problem was that because it was so hot, all the rain **turned** to steam when it got close to the ground.

In this case, the underlined context clues help you to understand that *turn* means “to change in nature or condition.”






Read each sentence below. Use the underlined context clues to help you understand the meaning of each homograph in bold. Circle the letter of the correct definition of each homograph.

1. At the time, wagon **trains** carried many people from the Midwest to California where gold made people rich.
  - a. a series of vehicles going the same direction
  - b. to teach a skill over a period of time
2. The problem was that because it was so hot, all the rain turned to steam when it got **close** to the ground.
  - a. to shut or cover an opening
  - b. near or short distance away
3. Before long, the rain **began to fall!**
  - a. move downward
  - b. season of autumn

Comprehension: Cause and Effect Graphic Organizer

Name \_\_\_\_\_

Read the selection. Complete the cause-and-effect graphic organizer.

Cause		Effect
		
		
		
		

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Name \_\_\_\_\_

Every syllable in a word has one vowel sound. When a syllable ends in a vowel, it is called an open syllable. Open syllables have a long vowel sound. Words with an open first syllable are divided after the vowel.

ba / sic

fe / ver

tu / lip

A. Read the words in each row. Circle the word that has an open first syllable. The first one has been done for you.

1. dinner

 razor

pencil

2. spoken

restful

napkin

3. paper

under

tablet

4. market

flower

return

5. cupcake

music

printer

Certain nouns do not follow regular plural rules. These irregular plurals have their own rules. These rules include changing the vowel or vowels in the middle of the word, dropping and adding new word endings, and sometimes making no change at all.

B. Read each word in bold. Circle the letter that shows the correct plural of the word. The first one has been done for you.

1. man

 a. men

b. mans

2. hoof

a. hoofs

b. hooves

3. tooth

a. teeths

b. teeth

4. deer

a. deer

b. deers

Name \_\_\_\_\_

## The Mighty John Henry

Americans began to move west over one hundred years ago. Workers built a railroad leading to the West. John Henry was one of the workers on that railroad. He was the strongest man that ever lived.

The railroad had to pass through Big Bend Mountain. The boss wanted to use a powered drill. That drill would put John Henry out of work! So John Henry challenged the drill. He picked up two huge hammers in each hand. In 35 minutes, John Henry dug 15 feet. The machine only dug 9 feet. John Henry had saved the day!

Answer the questions about the text.

1. How can you tell this is a tall tale?

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2. In what ways is John Henry a larger-than-life hero?

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3. How does the author use hyperbole in the text?

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4. Why does the author include details about how far John Henry dug and how far the machine dug?

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## Essential Question

What are some reasons people moved west?

Use Graphic Organizer 86 to take notes while you read.

# Riding a Twister

## Tall Tale

My brother and I did our chores together on our family farm in Kansas. While I gathered the eggs, Johnny plowed our fields. But he scoffed at the plows people used in the settlement. Instead he made his own plow with six tree trunks strapped together. "Now I can turn over the soil in all the territories before lunch," Johnny yelled. He **hollered** so loud the mountains shook.

Johnny **hauled** me on one shoulder and a huge log on his other shoulder for the five mile walk home along the **trail**. Since Johnny was so tall, he could see the land in all the settlements. "I love the wide open spaces in Kansas. Now our family finally has its own farm. I'm so glad we left the crowded city and moved west," Johnny hollered.

Suddenly a huge dark cloud filled the entire sky. "Why is that cloud shaped like a cone and turning like a giant spinning top?" I asked.

Johnny told me to hang on tight. "That cloud is a twister, little sister. I always

wanted to ride a twister, and now is my chance," Johnny hollered.

Johnny tossed his lasso around the twister and tightened the rope. The twister pulled back in anger, but Johnny refused to let go. We rode that bucking twister across all the territories. It took some time, but finally the twister was so tired that it gave up. Johnny and I then slid across a rainbow and landed in our farmyard in time for lunch!



## Respond to the Text

Name \_\_\_\_\_

Read the text. Use the graphic organizer 86 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why Johnny likes his new home in Kansas.

Johnny likes his new home in Kansas because \_\_\_\_\_

\_\_\_\_\_

2. Discuss why Johnny is glad that he and his family moved west.


Johnny is glad that he and his family moved west because \_\_\_\_\_

\_\_\_\_\_

3. Explain what happens to Johnny and his sister after he tosses his lasso around the twister.

\_\_\_\_\_

\_\_\_\_\_

 **Write Work** with a partner. Discuss your notes about "Riding a Twister." Then write your answer to the Essential Question.

**What are some reasons people moved west?**

One reason Johnny's family moved to the open spaces of Kansas was because

\_\_\_\_\_

Another reason the family moved to the open spaces of Kansas was

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what sentence types you can use.**

**Draft Model**

Tall tales teach about life. Tall tales entertain. My grandmother tells me tall tales. I think tall tales are clever and fun to read, and I love tall tales.

1. How could you combine the first two sentences to make one longer sentence?
2. How could you rewrite the third sentence to provide more detail?
3. How could you rewrite the last sentence as two sentences to strengthen the narrator's final point?

**B. Now revise the draft by using different types of sentences to make it more interesting to read.**

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Name \_\_\_\_\_

Gabriel used text evidence from two different sources to respond to the prompt: *Add an event to Apples to Oregon. Describe another challenge Delicious overcomes. Use one of the challenges described in "Westward Bound: Settling the American West."*

The snow was up to my eyeballs. Daddy and I were wading through it, trying to get through the mountain pass. Suddenly, the sound of a woman's wild laughter swirled through the snowflakes. It was that nasty, mean-spirited Old Woman Winter!

Daddy said, "I'm going to need your help, Delicious." Then he vanished.

The cold voice of Old Woman Winter cackled in my ear. "You beat Jack Frost, but you'll never beat me! Say good-bye to your father and his precious fruit trees!"

There's no call for someone to be so mean. "Old Woman Winter, you have messed with the wrong gal!"

I jumped on a snowflake and rode it right up to Old Woman Winter. I grabbed her long icy hair and swung her around and around. When I let go, she went flying clean up to Canada.

I found Daddy, and we crossed the mountains without any more trouble.

Reread the passage. Follow the directions below.

1. Circle an example of hyperbole that Gabriel uses.
2. Draw a box around two sentences of different lengths that are next to each other.
3. Underline what Delicious did after she let go of Old Woman Winter.
4. Write two articles on the line that Gabriel uses in his story.

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